

core curriculum **PROJECTS**

Presents ...

21st Century Projects: Ideas for the Classroom


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WHY DO
CIVILIZATIONS FALL?



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core curriculum PROJECTS

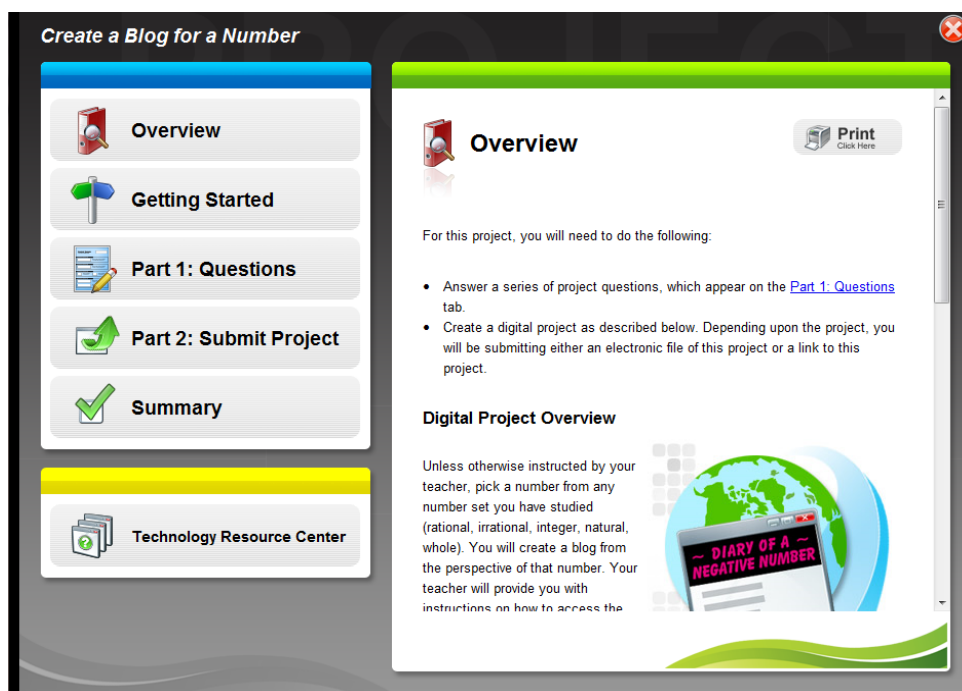
Increasing homework completion and engaging today's digital students can be challenging. If you want to improve information retention and increase student achievement, all while teaching your students important 21st Century skills, SimpleK12's **CoreCurriculum Projects** is the perfect solution. We're thrilled to present to you this printable resource, **21st Century Projects for the Classroom**, and we hope it will bring new life to your teachers' classrooms.

These printable projects are PDF versions of just 12 of our 100 digital projects. You are receiving three samples from each of the four main curriculum areas: Math, Science, Social Studies, and Language Arts. The full **CoreCurriculum Projects** system includes digital versions of all 100 projects, an online Technology Resource Center, and all of the tools teachers need to digitally assign, collect, and grade the projects.

These printable projects are yours to keep, use, and share! Send these projects to all of the teachers in your school to use with your students today.

If you are interested in increasing your students' achievement within your school or district with SimpleK12's 21st Century **CoreCurriculum Projects**, and are a school or district administrator, call us today for a 20 minute demo at 800.393.4636 (if outside the USA, call 407.796.5200). If you're a teacher, please share this resource with your principal and ask them to give us a call today.


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MATH


Geometry Knows No Boundaries

Geometry Knows No Boundaries



-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

-  Technology Resource Center



GEOMETRY

Geometry Knows No Boundaries

Project Overview (for Teachers)

Before assigning this project, you will need to find another class to pair up with from another part of the world. A few Web sites that may help you accomplish this are TeachersConnecting.com or ePals. You will also need to set up a general class e-mail account that the students can correspond through.

Both you and the other teacher should divide your classes into groups of 3 or 4 students. The number of groups in each class should be the same so they can pair up. Each teacher should create a project wiki site. The wiki should consist of some sort of bio page for each class, as well as pages for each group in each class. The class, as a whole, should work together on the bio page to represent its school and city to the other class. Each group will need a login ID to gain access to the wiki. You can create generic ones and hand out logins and passwords.

Each group of students will go around the school and take pictures of objects that are standard geometrical shapes. These shapes should include (but aren't limited to) square, rectangle, triangle, parallelogram, rhombus, kite, trapezoid, and circle. You may want to expand the area to include pictures from around the city.

When students take the picture, they will measure one side (or, for circles, a radius/diameter) of the physical object and record that for later use.

Students will then upload their pictures to their group project page. They should describe each picture and include the one measurement that they took and describe which part of the picture represents the measurement.

The partnering group will then classify the object and prove that it is the shape using knowledge of quadrilaterals and other shapes. Groups will create a scale using their measurements of the given side in the picture versus the actual measurement given by the group. Using this scale, students in both classes should be able to find the actual area and perimeter of the object using scale and proportions.

If you choose to extend this out of the classroom and take pictures of the surrounding city, a new cultural element could be added to this project where partnering groups research the locations and objects in the pictures and discuss the importance of the object in their culture.

Project Overview (for Students)

For this project, you will have the opportunity to collaborate with a classroom from another place in the world. You will share pictures from your area and use your knowledge of geometrical shapes.

Your first task is to collaborate with your class to write a biography about your city, school, and classroom on a wiki site. Your teacher will provide instructions for logging in to the wiki and editing it.

You will then get in groups as designated by your teacher and take digital pictures per your teacher's instructions.

Look for objects in the shapes of square, rectangle, triangle, parallelogram, rhombus, kite, trapezoid, circle and other special shapes as designated by your teacher. When you take a picture of an object, you will need to record the measurement of one side (or for a circle, a radius or diameter).

You will then upload your pictures to your group page on the wiki. Leaving out the actual shape name, give a brief description of the picture, explaining what it is for the partner group in the other class, such as a room, a window, a sign, etc. Also, make sure you include the actual measurement that you took and describe which side (or radius/diameter) of the object it is so the other group can use it!

Once all the pictures are uploaded, you will go to your partner group's page. You will need to figure out what shape is in each picture and then calculate the area and perimeter. You will need to create a scale based on your measurement on the picture and the actual measurement that they gave you. Then, find all the necessary information and calculate the actual area and perimeter of the object. You should add the shape name, the scale of the picture, the actual area, and actual perimeter for each image on your partner group's page.

Project Questions

1. What geometrical shapes can be found in the school?
2. What shapes were more difficult to find in the school? Why were they more difficult?
3. What similarities and differences do you notice in your class pictures in comparison to the other class' pictures?
4. What unique features can you find in the other classes' pictures?
5. Is there a trend in shapes found in your class pictures? If so, why do you think this shape appears often in our culture?
6. Is there a trend in shapes found in the other classes' pictures? If so, why do you think this shape appears often in their culture?
7. What objects from the other classes' pictures interested you the most?
8. Explain the process for creating the scale for your partner group's pictures.
9. Explain the process for finding the area and perimeter of the objects in your partner group's pictures.

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Completeness of Pictures Assignment <ul style="list-style-type: none"> Did the students take the proper number of pictures assigned? Was the correct measurement given for one side of the object? Was a brief description included for each object? Were the pictures clear? 		
Accuracy of Partner Group Work <ul style="list-style-type: none"> Did the group accurately identify the partner group's pictures? Was a scale created and explained? Did the students find the actual area and perimeters of the objects in each picture? 		
Deadlines <ul style="list-style-type: none"> Were deadlines met? 		
Teamwork/Collaboration <ul style="list-style-type: none"> Is it evident that the group's page is the result of teamwork? Is it evident from the wiki's editing features that everyone in the group contributed? 		
TOTAL		

MATH


Deliver a Viral Video about Functions

Deliver a Viral Video about Functions



 **Overview**

 **Getting Started**

 **Part 1: Questions**

 **Part 2: Submit Project**

 **Summary**

 **Technology Resource Center**



MATH

Deliver a Viral Video about Functions

Project Overview (for Teachers)

Viral Internet videos, videos made popular through Internet and e-mail sharing, have become very popular in recent years. They have been used to entertain, inform, and document. One of the largest repositories of these viral videos is YouTube. A typical, though not required, component of them is humor.

In this project, students will create an Internet video about a function family, attempting to make it viral through the use of humor, corniness, music, and/or other audience "grabbers." They will be required to choose the appropriate applications and technologies, including but not limited to podcasting software, video editing software, and/or presentation software, to create the final project. Their project should be "ready to go viral" upon completion.

Please follow your school guidelines as to the actual uploading of student work to the Internet.

MATH

Deliver a Viral Video about Functions

Project Overview (for Students)

You've most likely seen or heard of some of the viral videos out there on the Internet—ones that a friend sends as a "you must watch this" link to YouTube. The videos might consist of something like funny skits, spoof music videos, home-shot videos, or bloopers. Whatever they contain, the aspect that makes them viral is that they spread like a virus through e-mail and the Internet.

So what makes these short videos such a hit, and why do people want to share these with all their friends? No one knows exactly what causes these videos to go viral, but many people try to add their own creation to the mix of these popular videos. Now it's your turn to try to create the next viral sensation.

Mathematical functions are one subject that people generally have a hard time learning about or remembering, so for this project, you are going to attempt to create a viral video that teaches others something about functions. Pick one function family (or type of function) you have studied and create a video about it. The video content should include explanations, definitions, examples and/or other material that makes the content understandable to the average Internet user.

Use humor, music, props or other ideas to make the video appeal to your audience. The video needs to be "Web-ready" (small resolution) so that it may be easily moved via CD or flash drive, or uploaded.

MATH

Deliver a Viral Video about Functions

Project Questions

1. Which function family (type of function) did you select?
2. What will you include about the graph of that function family (type of function)?
3. What will you include about the formula for that function family (type of function)?
4. What examples can you include to explain your function at the level of your "Internet" audience?
5. What aspects of your video will make it viral? Humor? Original music lyrics? Animations? Role-playing?
6. How will your content be organized?
7. What transitions will you include, if they are needed?
8. What sounds and/or music might you use? How will you verify that it follows copyright guidelines?

MATH

Deliver a Viral Video about Functions

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Knowledge of Content <ul style="list-style-type: none">Was the content factual and accurate?Was the content complete?		
Video Focus <ul style="list-style-type: none">Did the video focus on explaining one function family (type of function)?Was the content presented in a meaningful timeline?		
Viral-ness of Video <ul style="list-style-type: none">Were elements included to make the video "viral?"Did the student explain the content in a new and creative way?		
Professionalism <ul style="list-style-type: none">Was the video edited and free of errors (spelling or speaking)?What was the level of effort that the student applied to video creation?		
Web Readiness <ul style="list-style-type: none">Was the video appropriate for all Internet audiences?Were citations used, when warranted?		
TOTAL		

MATH

Load a Delivery Truck

Load a Delivery Truck



-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

-  Technology Resource Center



MATH

Load a Delivery Truck

Project Overview (for Teachers)

For this project, divide students into pairs. They will work in these teams of two to determine how appliances scheduled for delivery should be optimally loaded into one or more trucks. Students will need to research the sizes of the items to be delivered and use volume and area calculations to determine the best configuration for the appliances in the truck. They will need to use a drawing application to construct a virtual scale model of the truck or trucks and the appliances within to show the configuration they've chosen.

The following simple manifest will be given to students, sans dimensions and weights. The products and dimensions are all authentic to provide students with the ability to use Internet-based research methods. These have been rounded to the next highest inch, which will be a factor the students should consider if they round. You may wish to provide them with these if they are unable to find the information.

- Frigidaire Gallery 23 Cu. Ft. Side-By-Side Refrigerator (68"H x 36"W x 27"D) 285lbs
- Maytag Centennial Top Load Washer (43"H x 27"W x 26"D) 148lbs
- Maytag Centennial Dryer (43"H x 29"W x 28"D) 114lbs
- Toshiba 52" LCD TV (32"H x 50"W x 4"D) 81.5lbs
- GE Profile Trivection Oven (53"H x 30"W x 24"D) 330lbs
- GE 5CUFT Chest Freezer (34"H x 29"W x 22"D) 88lbs
- Panasonic 42" Plasma TV (45"W x 29"H x 6"D) 88lbs
- Frigidaire Gallery 24" Built-In Dishwasher (35"H x 24"W x 25"D) 83lbs
- Amana 2.6 cu. ft. 20" Electric Range (43"H x 20"W x 26"D) 99lbs
- Amana 5.3 cu. ft. Self-Cleaning Electric Range (47"H x 30"W x 28"D) 250lbs

The project will offer the students a choice of three delivery trucks of different sizes, so they must decide which truck fits the appliances the best. The following truck sizes will be given to students, but you may want to alter this:

- TRUCK 1
Inside cargo dimensions: 8'2"L x 5'7-1/2"W x 4'5"H
Max load: 3,673 lbs.
- TRUCK 2
Inside cargo dimensions: 10'0"L x 6'3"W x 6'3"H
Max load: 2,770 lbs.
- TRUCK 3
Inside cargo dimensions: 14'1"L x 7'7"W x 7'2"H
Max load: 5,780 lbs.

The final project will be uploaded as a graphic with dimensions and items labeled.

MATH

Load a Delivery Truck

Project Overview (for Students)

You work for a delivery company and you and your coworker must determine how appliances scheduled for delivery should be optimally loaded into a delivery truck. You will need to find the sizes of the items to be delivered and then fit them within your trucks in such a way that you do not need to rearrange appliances during your delivery.

Manifest (ordered first-last delivery)

1. Frigidaire Gallery 23 Cu. Ft. Side-By-Side Refrigerator
2. Maytag Centennial Top Load Washer and Maytag Centennial Dryer
3. Toshiba 52" LCD TV
4. GE Profile Trivection Oven
5. GE 5CUFT Chest Freezer
6. Panasonic 42" Plasma TV
7. Frigidaire Gallery 24" Built-In Dishwasher
8. Amana 2.6 cu. ft. 20" Electric Range
9. Amana 5.3 cu. ft. Self-Cleaning Electric Range

Available Trucks:

- TRUCK 1
Inside cargo dimensions: 8'2"L x 5'7-1/2"W x 4'5"H
Max load: 3,673 lbs.
- TRUCK 2
Inside cargo dimensions: 10'0"L x 6'3"W x 6'3"H
Max load: 2,770 lbs.
- TRUCK 3
Inside cargo dimensions: 14'1"L x 7'7"W x 7'2"H
Max load: 5,780 lbs.

Assume that the size of the delivery boxes for each appliance is no larger than the size of the item contained within. Boxes may NOT be stacked on top of each other. Assuming the rear loading doors are as large as the dimensions allow, and there are no floor or ceiling obstructions, decide which truck or trucks allow delivery of all items. Remember that, to save your company money, you must use the smallest truck or combination of trucks for the job.

Use a drawing application to construct a virtual scale model of the truck or trucks and the appliances within to show the configuration you've chosen. Label each appliance in the drawing with the dimensions as well as the appliance's name.

You may want to save your drawing as a .pdf before you upload it.

MATH

Load a Delivery Truck

Project Questions

1. List each item's dimensions below.
2. Which delivery truck or trucks will fit the items on the manifest?
3. Is the weight of the items a factor that needs to be considered? Why?
4. Can you round dimension sizes? If so, to what measurement can you round?
5. Can any appliances be placed on their sides?
6. What, if any, other factors determine the optimal loading plan?
7. What drawing application have you chosen to use? Which view of the truck(s) will you show in your final product?

MATH

Load a Delivery Truck

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Retrieval of Information <ul style="list-style-type: none"> Were appropriate information sources used? Were accurate measurements found? 		
Analysis of Information <ul style="list-style-type: none"> Was all relevant information correctly analyzed? Was relevant information appropriately applied? Were all possible factors pertinent to the problem considered? 		
Presentation of Solution <ul style="list-style-type: none"> Was the problem situation adequately modeled? Was the problem solution effectively presented and easy to read? 		
Teamwork <ul style="list-style-type: none"> Was teamwork evident and was the project a product of collaboration? 		
Completion of Assignment <ul style="list-style-type: none"> Was the task accomplished efficiently and completely? 		
TOTAL		

SCIENCE

Observe the Effect of Electromagnetism on Digital Media

Observe the Effect of Electromagnetism on Digital Media

-  **Overview**
-  **Getting Started**
-  **Part 1: Questions**
-  **Part 2: Submit Project**
-  **Summary**

-  **Technology Resource Center**



SCIENCE

Observe the Effect of Electromagnetism on Digital Media

Project Overview (for Teachers)

In this digital age, our lives are enhanced by technology. In spite of the fact that we use modern conveniences daily, few people understand how devices like 3.5-inch floppy disks, compact discs, hard drives, USBs, or even cassette tapes work. This project will make students aware of some of the inner workings of these devices by challenging them to create their own electromagnet, test its effects on various forms of media, and then explain the effect of magnetism on them, and finally, explain how some types of media use magnetic force to save information.

First, divide the class into small groups of three or four. In these groups, they will need to research electromagnetism and learn how to build their own electromagnet. Encourage the students to work together as a team to research and complete this portion of the project. They should troubleshoot the construction of the battery on their own. Limit the strength of their magnets to 6 volts or less. You may want to provide them with the raw materials to make their magnets. You may want to make this an in-class activity.

Next, provide students with storage devices and the means with which to read them in a classroom lab. They will need some older types as well as newer methods of storage. Some suggestions are:

- Floppy disks
- Cassette tapes
- VHS tapes
- USB thumb drives
- DVDs/CDs
- Old external hard drives

Before beginning the experiment, students will need to draw up a plan for completing the experiment using the scientific method. Students should begin creating hypotheses as to the outcome of their experiment and discussing the potential results with their teammates.

The groups should measure the data on the devices before and after exposure to the magnet and record their findings. Finally, they will be asked to research the technology behind each storage device, explaining how they work and why the electromagnet had an effect or why it didn't. These results and conclusions will then be assembled into a multimedia presentation or Web site.

As an extension to this project, the class may combine all group projects on an interactive Web site so that other students can learn from this experience.

SCIENCE

Observe the Effect of Electromagnetism on Digital Media

Project Overview (for Students)

You probably use your MP3 player, computer, or cell phone just about every day, but do you ever consider how these things work? Why do you think that cassette and VHS tapes are becoming obsolete? What about devices like CDs, DVDs, or flash drives? What technology makes them so useful? This project will help you understand some of the mechanics behind modern technology by testing the effects of magnetic force on them.

Your teacher will begin by placing you into groups. You will work as a team to complete the experiment and then produce a presentation of your findings. To complete the experiment, you'll conduct research, create a plan using the scientific method, and work as a team to execute it. First, research magnetic force, electromagnetism, and electromagnets.

Use this knowledge to build your own electromagnet. For your safety, your magnet must be **no more than 6 volts**. You must design a test and execute the test to ensure it works.

Once your research is done and the electromagnet is complete, your teacher will give you several types of storage devices on which to measure the magnet's effect. Remember to measure the data on these items before AND after introducing the magnetism to document the magnet's effect, if any.

Your group will be responsible for creating a multimedia presentation or Web site discussing the results of your experiment, including charts of the data that you collect.

Ensure the pieces of the project are adequately delegated to group members so that each piece is completed on time and that the lion's share of work is not on one group member.

Your final project should include your hypothesis, the results of your observations, visual representations of data (graphs and charts), and your conclusion as to what these findings reveal about the digital media you studied. You must also include an explanation of each type of storage media you studied, focusing on how data is stored on them. Finally, your final project should include opinions about why some forms of storage have limited usefulness and why other types of data storage are becoming more common.

SCIENCE

Observe the Effect of Electromagnetism on Digital Media

Project Questions

1. What resources will you use to conduct your initial research? The library? The Internet? List books and/or URLs below.
2. How will you ensure your magnet works before beginning the experiment?
3. How will your team compile the findings? In a presentation or in a Web site? Which digital tools will you use to complete the project?
4. How will the work be divided between you and your teammates? List team members and responsibilities below.
5. In what ways will the scientific method be most essential to the success of this project?
6. Are there any aspects of this project that you feel you will need help from your teacher to complete? From your classmates? What are they?

SCIENCE

Observe the Effect of Electromagnetism on Digital Media

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Deadlines <ul style="list-style-type: none"> Were all deadlines met? 		
Teamwork/Collaboration <ul style="list-style-type: none"> Is it evident that the group worked as a team to present a finished product? Did the student contribute his or her part of the project to the whole finished product? 		
Accuracy of Experiment <ul style="list-style-type: none"> Did the student utilize the scientific method for his or her part of the project? Did the students create and utilize their magnet correctly? Are the results accurate? 		
Final Project <ul style="list-style-type: none"> Does the finished project include all parts of the project, i.e. research, questions, hypothesis, data, graphs, conclusions, and analysis? Were all the parts of the project done to a satisfactory standard? 		
Application Skills <ul style="list-style-type: none"> Did the students choose appropriate digital tools to complete the project? Was the final project free of technical errors? 		
TOTAL		

SCIENCE

Design a Zoo

Design a Zoo



**Overview**

**Getting Started**

**Part 1: Questions**

**Part 2: Submit Project**

**Summary**

**Technology Resource Center**



SCIENCE

Design a Zoo

Project Overview (for Teachers)

Living organisms are adapted to their environments in ways that help them survive. This means that only those organisms adapted to a particular environment will be comfortable in it. What makes an animal adapt to an environment? What are special characteristics about an organism that enable it to survive? What does a habitat need to support animals? When you take a trip to the zoo or animal park, you see a variety of habitats. These habitats are different because they support different animals. The understanding of how animals adapt to their environment, and how habitats support life, is essential to the study of ecology, environmental science, and life science.

For this project, there will be elements of individual and group work infused with research, investigation, creativity, and technology. The goals of the project are as follows:

1. The student will create a fictional animal based on the habitat it lives in.
2. The student will describe the adaptations of this fictional animal.
3. The student will design a zoo habitat for this fictional animal.
4. Students will work cooperatively in groups of 4 or more to design a zoo based on the group's fictional animals and habitats.

Each student will initially work individually to create a fictional animal based on a given habitat (or biome). Students will conduct research using a variety of resources (encyclopedia, Internet, library, etc.) to find out what makes animals adapt to their environment. Each student will need to determine what his or her animal needs in order to survive in the given habitat, and they will need to provide information about its lifestyle: what it eats, where it sleeps, migratory patterns (if any), etc. Each student should be able to justify why the animal looks the way it does. There must be a justified reason for every characteristic.

When finished creating the fictional animal, each student will create a drawing of the zoo habitat, drawn to scale. This habitat must include everything the animal needs to live successfully, such as food, water, and shelter. Upon successfully creating a habitat for one animal, students will work in groups of 4 or 5 to create a zoo made up of each group member's individual habitat. Groups will be responsible for researching the different components of a zoo and applying that information to their zoo. They will draw their zoo using a scale factor and present it to the class in a presentation format using PowerPoint or some other presentation software when done. They should send you a copy of the slide show before presenting it.

As an extension to this project, you can have the students create promotional handouts (such as brochures or posters) to advertise their zoo.

SCIENCE

Design a Zoo

Project Overview (for Students)

How does a penguin survive so well in the Arctic? How do snakes survive in the desert? Living organisms are adapted to their environments in ways that help them survive and thrive. This means a habitat is often suitable only to those organisms that are adapted to it. If an organism cannot adapt to its environment, it will not survive. If you could create an animal that was best adapted to its environment, what might it be? What characteristics would it need to survive?

In this project, you will explore the idea of habitat and adaptation. This project will be broken into two parts: individual creation of a fictional animal and a group creation of a fictional zoo.

You will create a fictional animal that is best adapted to its environment. To begin, you will pick the environment in which the animal lives. Then, you must decide what traits and characteristics the animal would have to develop to adapt to that environment. There must be a justified reason for every characteristic about your animal. You will want to think about why it is the color it is, why it has the feet it has, why it eats what it eats, where it nests and why, etc. You will also have to think about its lifestyle and behavior. For example, does it migrate or hibernate? Research different animals to determine what makes an animal best suited to its environment. After creating your animal, you will design a zoo habitat/enclosure for it. Keep in mind that most captive animals are kept in exhibit areas that closely resemble their natural habitats. You will need to provide an environment that allows them to live successfully.

Once finished, you will work within a group to develop a zoo based on the fictional animals of each group member. What do you find in a zoo? You will need to think about everything a visitor needs to be safe and have fun, but also how to present differing habitats in the same park. Keep in mind that a zoo is more than just the animal exhibits. You will want to include things like places to eat, gift shops, even rest rooms! Use the Internet and other research tools to learn more about zoos and animal parks to help you with your design. Make sure you divide tasks evenly among the members of the group.

When finished, you will present your animals and zoo to the class. In the presentation, you need to have drawings and information about each fictional animal, as well as the zoo design. Each student must explain the adaptations his/her animal has when doing the presentation. Be persuasive and excited about your zoo! You want people to visit, so do some research and be creative in how you try to lure the customers in. Additionally, you will also need to allow time for questions.

Electronic copies of your presentation and original artwork must be uploaded before the presentation.

SCIENCE

Design a Zoo

Project Questions

1. What habitat and environment will your animal live in?
2. What kinds of research will you do before creating your animal?
3. How are you going to organize the group work? What are the deadlines?
4. How is your team going to include every member's ideas and opinions?
5. How are you going to delegate roles?
6. What research needs to be done before you begin creating the zoo? What resources do you think you'll use?
7. How will your group schedule time to complete the project?
8. Are you going to practice your presentation? If so, where and when?
9. How are you going to solve group dynamic problems if they arise?
10. What are you going to do to make this presentation unique and exciting?

SCIENCE

Design a Zoo






Grading Rubric


Scoring Criteria	Possible Points	Points Earned
Application Appropriateness/Skill <ul style="list-style-type: none"> Was an appropriate presentation application used? Were guidelines for creating a presentation followed, i.e., were headlines, bullets, colors used to best effect? 		
Presentation Content <ul style="list-style-type: none"> Does the presentation include the required information, or did the group go beyond what was expected? Did students add a description of the fictional animals and zoo? Does the explanation fully address how these fictional animals are adapted to their habitat? 		
Accuracy of Information <ul style="list-style-type: none"> Are the adaptations correct according to the habitat chosen? Is the zoo drawn to scale? Does the zoo have all the requirements to be a fully functioning attraction? 		
Deadlines <ul style="list-style-type: none"> Did students meet deadlines? Were group members held accountable for their assignments? 		
Spelling/Grammar <ul style="list-style-type: none"> Is the text of the group presentation grammatically correct? Is it free of spelling and punctuation errors? 		
Teamwork/Collaboration <ul style="list-style-type: none"> Were the entire group's animals and habitats included? Is it evident that the presentation is the result of teamwork? 		
Individual Project <ul style="list-style-type: none"> Was thought given to every aspect of the student's animal creation? Did the student do minimal work or exceed expectations? 		
TOTAL		


SCIENCE

Study and Survive Volcanic Eruptions

Study and Survive Volcanic Eruptions

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-  Summary

-  Technology Resource Center



SCIENCE

Study and Survive Volcanic Eruptions

Project Overview (for Teachers)

"Survival" seems to be an ongoing theme in many of today's TV programs and movies. This project uses the interest in volcanoes' dramatic eruptions and subsequent destruction to engage students in learning about volcanoes.

For many students, volcanic activity is somewhere far away, when in reality, it is here in the United States as well as in other nearby geographic locations. Although students may think of volcanoes as highly destructive, they are also one of our major landform constructions, the result of tectonic plate movement and built up heat and pressure from beneath the earth's surface. Recognizing the location and the history of volcanic eruptions along tectonic plates can help predict these events to save people's lives.

Students will be using the Internet to gather worldwide information, to recognize the three different kinds of volcanoes, where volcanoes are typically located, the history of famous eruptions, and the possibility of future eruptions.

Students will:

1. Read the historical account of what happened when Pliny the Younger recorded the eruption of Mt. Vesuvius in 79 AD and write a summary of it.
2. Describe what happened to Herculaneum during the eruption.
3. Describe what happened to Pompeii the day Vesuvius erupted.
4. List and describe the three types of volcanoes (stratovolcano, shield, and cinder cone) and explain their particular type of magma and eruption patterns. They will give examples of each.
5. Create a map of the world with locations of 16 of the most dangerous volcanoes in the world, called the Decade Volcanoes. Indicate the tectonic plates on the map.
6. Discuss a survival plan if one of the Decade Volcanoes erupted.

Depending on your students' abilities and access to the Internet, you may want to provide specific sites for them to research, such as Project Gutenberg for Pliny's letters and Volcanolive.com or Discovery.com for research into Volcanoes and Mt. Vesuvius' 79 AD eruption.

SCIENCE

Study and Survive Volcanic Eruptions

Project Overview (for Students)

You may have heard about Mt. Vesuvius, a volcano in Italy. You may even have heard of the destruction of the cities of Pompeii and Herculaneum when it erupted in 79 AD. That eruption, as devastating as it was, also helped us understand volcanoes. In fact, if Romans knew then what we know now, more of them may have survived!

In this project, you will look at the eruption of Vesuvius and use what you learn about it and volcanoes in general to discuss your increased chance of survival if you were near a dangerous volcano during its eruption.

First, read Pliny the Younger's two letters about Mt. Vesuvius' eruption. They are *Epistulae* VI.16 and VI.20. Your teacher can help direct you to a Web site where you can read them. Along with Pliny's description, research the historical account of events of the eruption in 79 AD, especially about how it affected Pompeii and Herculaneum and their residents. Create a timeline of the eruption that includes each phase and what happened to each city in that phase.

Next, research the volcano types. Describe three types of volcanoes: stratovolcano, shield, and cinder cone. Explain their particular type of magma and eruption patterns, and give examples of each type (name of volcano and where it's located).

Create a digital Mercator map of the world with locations of the 16 most dangerous volcanoes in the world, known as the Decade Volcanoes, indicated and labeled. Also on the map, indicate the tectonic plates by drawing lines and labeling each one.

The final challenge is based on the research that you do throughout this lesson. Pick one of the Decade Volcanoes and describe the warning signs of its impending eruption. As a volcanologist, what would you do? How would you describe the different phases of its eruption to the inhabitants? What would you tell them to do to survive? Either in a document or an informative slide show, describe a plan for helping the inhabitants survive the eruption.

You will need to upload digital copies of:

- Your timeline of Mt. Vesuvius' 79 AD eruption
- Descriptions of three volcano types
- Mercator map with Decade Volcanoes and tectonic plates marked and labeled
- Survival plan if your chosen Decade Volcano were to erupt

SCIENCE

Study and Survive Volcanic Eruptions

Project Questions

1. How are volcanoes formed? Where are we most likely to find volcanoes?
2. What is pyroclastic material? How is it formed? What happens to it during an eruption?
3. Explain each of the following parts of an active volcano:
 - a. Magma chamber
 - b. Conduit
 - c. Vent
 - d. Parasitic cone
 - e. Sill
 - f. Crater
 - g. Ash cloud
 - h. Flank
 - i. Lava flow
4. Using GPS coordinates, locate four currently active volcanoes that are closest to where you live.
5. Why are Pliny the Younger's writings important to current day volcanologists?
6. Are volcanoes constructive or destructive? Support your answer with your research findings.

SCIENCE

Study and Survive Volcanic Eruptions

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Timeline of Mt. Vesuvius Eruption <ul style="list-style-type: none"> Did student locate and read Pliny the Younger's account of the eruption of Mt. Vesuvius? Did he or she create an accurate timeline of events during the 79 AD eruption? Was the timeline done neatly and was it easy to understand? Did the student include what happened to Herculaneum and Pompeii as Vesuvius erupted? 		
Volcano Type Description <ul style="list-style-type: none"> Were all three volcano types described accurately? Did the student identify volcanoes of each type? 		
Mercator Map <ul style="list-style-type: none"> Were the tectonic plates marked and labeled on the map? Did the student mark and label all 16 Decade Volcanoes correctly? 		
Survival Plan <ul style="list-style-type: none"> Did the student use research to back up the plan for survival? Does the survival plan seem plausible for the chosen volcano? 		
TOTAL		

SOCIAL STUDIES

Research Pop Culture Fads, Trends, and Icons

Research Pop Culture Fads, Trends, and Icons

-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

-  Technology Resource Center



SOCIAL STUDIES

Research Pop Culture Fads, Trends, and Icons

Project Overview (for Teachers)

As fashion conscious as many students are, they are often only conscious of current trends, fads, and icons. However, researching the previous decades' pop culture is a great way to get them interested in learning about history. The students will be asked to generate a multimedia presentation of American pop culture for each decade from 1920 (or before if you want to extend the project) to the current decade for a presentation to the class.

You may or may not want to put students in groups before assigning this project. If you place them in groups, the groups should be small. Instead of allowing them to choose anything from the decades, they should focus their project on a category. Categories they may want to choose from (or you may want to assign) include:

- commerce
- film and theater
- food and drink
- music
- print media
- sports and games
- fashion
- television and radio
- the way people live

Students should research all of the pop culture implications of their selected category for each decade before they prepare their digital presentation. The presentation should be approximately 15 minutes in length, cover the continuity and change of the selected category, the impact on society, and the positive and negative effects the category may have on groups or individuals.

The presentation should include music, images, and video where and when appropriate. A bibliography of the resources and image and video attributions should also be included in the presentation.

In addition to the presentation, each participant will submit a process paper. This will include the methods of research employed for the presentation, the editing procedures implemented, and the personal reflections, including their personal opinion about how pop culture influences people's values and judgments or how those values and judgments are reflected by pop culture.

As an extension to this project, you can have students present their projects in class. You may want to ask students to prepare a brief introduction to their presentations on note cards or speaker notes that they will turn in with the written portions of this assignment. These could then be used as prompts when the students present their completed work to the class.

SOCIAL STUDIES

Research Pop Culture Fads, Trends, and Icons

Project Overview (for Students)

As fashion conscious as you may be, how conscious of you are of America's fashions, fads, and trends from days when your grandparents were young? We haven't always had iPods and Nike shoes.

In this project, you will research pop culture from the past several decades and create an inspired multimedia presentation on the subject. Unless otherwise instructed by your teacher, you should research each decade from 1920 to today.

However, instead of choosing just anything from the decades, you should focus your presentation on a category. Categories you may want to choose from include:

- commerce
- film and theater
- food and drink
- music
- print media
- sports and games
- fashion
- television and radio
- the way people live

Research all of the pop culture implications of your selected category for each decade before you prepare your digital presentation. The presentation should be approximately 15 minutes in length, cover the continuity and change of your selected category, the impact on society, and the positive and negative effects the category of pop culture may have on groups or individuals. So make sure you cover your bases as you conduct your research.

The presentation should include music, images, and video where and when appropriate. You will also be expected to include a bibliography of the resources and image and video attributions. Your presentation should have a polished look to it, and include titles and transitions.

In addition to the presentation, you will submit a "process" paper. This will include the methods of research employed for the presentation, the editing procedures implemented, and a personal reflection that includes your opinion about how pop culture influences people's values and judgments or how those values and judgments are reflected by pop culture. The process paper is a cross between an essay on your topic and an explanation of what you did, attempted, researched, discovered, were surprised by, and were challenged by while creating the project.

You must upload both your finished multimedia presentation, with all parts included, and your process paper.

SOCIAL STUDIES

Research Pop Culture Fads, Trends, and Icons

Project Questions

1. What will your topic be? Keep it narrow. Remember the video length is 15 minutes.
2. List the video elements that will be important to show in your presentation. You will likely need two to four 60- to 120-second video segments. If you need the videos from the Internet, list the URL.
3. List any video sequences you will need to shoot yourself. If you have interviews, reenactments, or other video components, you will likely need to have storyboards to preplan your filming.
4. You will need music for the beginning and ending credits at a minimum; you may want instrumental segments for under your narration as well. List any songs or musical elements you will include. If the music is available online, list the URL as well as the title.
5. What elements will you include in your script? Your presentation must be heavily based in research-driven facts. Remember that for 15 minutes, you will need about 1500 to 2000 words.
6. What research needs to be done before you begin creating your presentation? What is the proper citation method for the resources used?
7. Will your presentation include film clips from other sources? If so, from what resources? What permissions are required and how are they cited?
8. How will images be used to enhance your presentation? What permissions are required to use the photograph or image?
9. What challenges do you foresee in finding information? Finding images? Citing sources? Using the presentation platform chosen?
10. You need to be sure that you give credit for all videos, photographs, music, and script information that belongs to someone else. List all your sources below.

SOCIAL STUDIES

Research Pop Culture Fads, Trends, and Icons

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Application Appropriateness/Skill <ul style="list-style-type: none"> Were guidelines for creating a presentation followed, e.g., were headlines, bullets, colors used to best effect? Did the student show understanding of the functions and operation of the presentation software chosen? Are videos, sounds, and images embedded correctly? 		
Presentation Content <ul style="list-style-type: none"> Does the presentation include the required information? Does the project include the process paper? Does the information support the topic or category for the project? 		
Accuracy of Information <ul style="list-style-type: none"> Are the resources relevant and reliable? Are the resources properly cited? Are the examples accurate and complete? 		
Deadlines <ul style="list-style-type: none"> Did students meet deadlines? 		
Spelling/Grammar <ul style="list-style-type: none"> Is the text of the presentation and paper grammatically correct and free of errors in spelling and punctuation? 		
TOTAL		

SOCIAL STUDIES

Analyze the Fall of Civilizations

Analyze the Fall of Civilizations



Overview



Getting Started



Part 1: Questions



Part 2: Submit Project



Summary



Technology Resource Center



SOCIAL STUDIES

Analyze the Fall of Civilizations

Project Overview (for Teachers)

Students will be asked to investigate three different civilizations and decide why these civilizations declined and eventually collapsed. Using a variety of research skills, students will gather information that answers the question, "Why do civilizations fall?" and present their answer using an appropriate application to create a multimedia presentation. Students will then apply this knowledge to one current "civilization" (country) to check for warning signs and report on the potential consequences.

Possible civilizations the students may choose from include the following:

- Ancient Greece
- Ancient Rome
- Easter Island
- Mayan Civilization
- Anasazi Pueblo Culture of the American Southwest
- Ancient Egypt
- Ancient Persia
- Ancient China

Using applications such as Adobe PageMaker, Adobe InDesign, Microsoft PowerPoint, or video editing software, students will create a multimedia presentation that contains:

1. Timelines of the three civilizations they study.
2. A Compare/Contrast table that illustrates the reasons each of the three civilizations fell (including a discussion of these reasons).
3. A written summary of why the student thinks civilizations fall. This summary should connect the similarities across the civilizations and include appropriate pictures and illustrations.
4. A comparison to one modern country that outlines the student's thoughts about whether this country is in danger of collapse.

This project could take several weeks, so you may want to break it up into sections when you assign it.

SOCIAL STUDIES

Analyze the Fall of Civilizations

Project Overview (for Students)

Throughout human history, civilizations have gained power, survived for some time, and then collapsed. For this project, you will be studying three different civilizations and looking at how these civilizations came to power, how long they lasted, and what made them collapse.

Unless otherwise instructed by your teacher, choose three of the following civilizations:

- Ancient Greece
- Ancient Rome
- Easter Island
- Mayan Civilization
- Anasazi Pueblo Culture of the American Southwest
- Ancient Egypt
- Ancient Persia
- Ancient China

You will be looking for similarities among the reasons these civilizations collapsed.

Using an appropriate application or applications, you will create a multimedia presentation that includes the following:

1. An illustrated timeline of the three civilizations that includes the founding of the civilization, the Golden Age, and when the civilization collapsed.
2. A compare/contrast table illustrating the reasons why each civilization fell. You should have at least three reasons why civilizations fall.
3. A summary of why you think civilizations fall. This summary should connect the similarities across the civilizations and include appropriate pictures and illustrations.
4. A comparison between the civilizations you researched and one modern country that shows a possible warning sign of collapse. Identify the possible warning sign(s) in your comparison.
5. A bibliography page in MLA format that shows where you found your information.
6. A format that is capable of being uploaded as a single file.

You may want to upload your project as a .pdf so that any pictures are embedded and therefore viewable.

SOCIAL STUDIES

Analyze the Fall of Civilizations

Project Questions

1. Of the eight civilizations to choose from, which three interest you most? Which three did you choose? Why?
2. What Web sites do you normally use to find information? Are these Web sites reliable? How do you know?
3. For each of the three civilizations you chose, list when the civilization began to gain power, how long its "Golden Age" was, and when it began to decline.
4. What were the major events (8-10 events) in each of the civilizations' histories? List them by civilization in the space provided.
5. Who were the leaders of the civilizations (were they kings and queens, military leaders or both)?
6. What role does geography (physical place) play in how civilizations rise and fall?
7. What role does climate (weather) play in how civilizations rise and fall?
8. What role does technology/weaponry play in how civilizations rise and fall?
9. What role do leaders play in how civilizations rise and fall?
10. Is there one event that triggered the civilization's collapse, or did it happen over a longer period of time?
11. What modern countries are you most interested in?
12. Does the modern country show some similar characteristics of the older civilizations you studied?
13. What solutions would you offer to the modern country to help it prevent collapsing?
14. What kinds of pictures should you use to show the civilization – both the older civilization and the modern one?
15. If you could redo your survey, what would you do differently? What would you keep?

SOCIAL STUDIES

Analyze the Fall of Civilizations

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Appropriateness of Application <ul style="list-style-type: none"> Did the student select an appropriate application to create the project? 		
Application Skills <ul style="list-style-type: none"> How was the information presented? Did the use of technology enhance the transfer of information (message)? 		
Attention to Detail <ul style="list-style-type: none"> Is the final product visually appealing? Are graphics well-cropped, neatly aligned, and appropriately sized? Does the layout flow appropriately? 		
Writing Mechanics <ul style="list-style-type: none"> Is the writing free from grammatical and spelling errors? Are paragraph transitions placed appropriately? Is it apparent that the product was proofread? 		
Completeness of Assignment <ul style="list-style-type: none"> Has the student included all of the elements of the project? Does the final product meet all the minimum requirements? Does it go above and beyond? 		
Demonstration of Knowledge <ul style="list-style-type: none"> Did the student accurately describe the 3 civilizations? Did the student find 3 reasons for each civilization's decline? Are these reasons fully elaborated or is the information merely superficial? 		
Critical Thinking <ul style="list-style-type: none"> Has the student found similarities across the 3 civilizations? Has the student accurately applied knowledge from the older civilizations to a modern country? Has the student offered appropriate solutions for the modern country? 		
TOTAL		

SOCIAL STUDIES

Create Marco Polo's Online Auction Site

Create Marco Polo's Online Auction Site

-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

-  Technology Resource Center



SOCIAL STUDIES

Create Marco Polo's Online Auction Site

Project Overview (for Teachers)

In the 1200s, a young Italian merchant named Marco Polo traveled with his father from Venice to the Yuan court in China. The Yuan emperor, Kublai Khan, took a liking to the youth and appointed him to serve in his court. For many years, Marco Polo traveled on various missions throughout Kublai Khan's enormous empire. One of his duties was to report to Kublai Khan what was happening in the provinces. Marco was amazed at the things he saw. When Marco returned to Italy, people were skeptical of his adventurous stories. Yet, they were interested in the wonders he saw. Many places Marco Polo visited would not be seen by westerners again for hundreds of years. On his deathbed it was rumored that he said, "I have only told the half of what I saw."

This project is set up for individual work, but it can also be done in small groups. Students will research some of the wonders that Marco Polo saw in his travels around China for the Khan. Since Marco Polo was originally a trader, students will set up an online auction site for him, as if he were back in Europe and selling some of the things he saw and acquired on his travels. Students will be required to mimic a "seller's store" like one might find on eBay using drawing tools or software, such as Adobe InDesign.

The seller's store should have a name and logo that reflect Marco Polo's travels in China. The store should also have at least six items for sale. Each item should have a description and a picture as well as a price. Pictures may be scanned or downloaded to the page.

In addition to the store mock-up, students will also research and write safe online buying policies and practices.

The auction site store page and safe buying practices document will be uploaded as digital files.

SOCIAL STUDIES

Create Marco Polo's Online Auction Site

Project Overview (for Students)

Marco Polo is not just the name of a child's game. He was a real man who travelled much of China and Asia under Kublai Khan's reign. Many places Marco Polo visited would not be seen by westerners again for hundreds of years. On his deathbed it was rumored that he said, "I have only told the half of what I saw."

You will recount some of the wonders that Marco Polo saw in his travels around China for the Khan. Begin by researching his life, the Yuan Empire and Kublai Khan, Marco's return, how he recounted his travels, and the controversies surrounding his tales.

Then, in the spirit of Marco Polo's trading background, you will design an online auction site seller's store for him, like one on eBay, selling some of things he might have seen and acquired on his travels, such as Kublai Khan's bedroom slippers, or a pottery artifact from western China. You should use drawing tools or software, such as Adobe PageMaker, to create a mock-up of the page. You should not create a real page for a real auction site since that is against many license agreements, and of course you won't really own the items you have "for sale."

The page's design should be one which could be seen on eBay or other online auction sites. The seller's store should have a name and a logo that reflect Marco Polo's travels in China. The store should also have at least six items for sale. Each item should have a full description of what it is, where it came from, how Marco Polo acquired it, and a picture and a price. Pictures may be scanned or downloaded to the page.

You should also research and write a short summary on safe online buying policies and practices to accompany your page mock-up.

Your online action store page should be uploaded along with your written explanation of safe online buying policies and practices.

SOCIAL STUDIES

Create Marco Polo's Online Auction Site

Project Questions

1. When did Marco Polo live?
2. Where did he spend his childhood?
3. What circumstances took him to China?
4. What was the extent of the Chinese empire during this period?
5. What was the relationship between Marco Polo and Kublai Khan?
6. Describe some of the missions Marco Polo was sent on by the Khan.
7. What were some of the unusual things Marco Polo saw in China that had not yet appeared in Europe?
8. What was the controversy surrounding Marco Polo's stories of his travels?
9. What was the title of the book that was based on his travels?
10. What things did Marco Polo bring back to Europe from his travels in China?
11. How did Marco Polo die?
12. Do you think Marco's dying words were true?
13. What Internet resources did you use to find your information? List all the URLs here.
14. What are some important points concerning safety and reliability of auction sites? List them here.

SOCIAL STUDIES

Create Marco Polo's Online Auction Site

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Knowledge of Marco Polo and Kublai Khan's Empire <ul style="list-style-type: none">Was the content consistent with current research about Marco Polo and Kublai Khan?Were facts correct?Were the items for sale plausible?		
Completeness of Assignment <ul style="list-style-type: none">Did the site have a name and logo?Did the site have six items with complete descriptions?Was a summary of safe online auction practices included?		
Application Skills <ul style="list-style-type: none">Did the student select an appropriate application to create the project?Did the student successfully create a seller's store page for an online auction site?Was the page aligned with links and other elements in the correct places?		
Attention to Detail <ul style="list-style-type: none">Were the photos clear and recognizable?Were graphics well cropped and neatly aligned?		
Grammar and Spelling <ul style="list-style-type: none">Were there any errors in spelling or grammar?Does the page look as if it's been proofread?		
TOTAL		

LANGUAGE ARTS

Raise Awareness through a Marketing Campaign

Raise Awareness through a Marketing Campaign

-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

 Technology Resource Center



LANGUAGE ARTS

Raise Awareness through a Marketing Campaign

Project Overview (for Teachers)

Students will identify a current problem relating to technology use and digital citizenship, such as texting while driving, sexting, or cyberbullying. Then, they will develop a marketing campaign to create awareness of the issue and help inform others about how to deal with the issue responsibly.

You may want students to focus on the school as an audience, but you may want to broaden the appeal and ask that they look at the issue from the point of view of students from other cultures or countries. You may even want them to collaborate with culturally diverse students to bring different perspectives into the campaign so it appeals to a broad audience.

To do this project, students will need to research the problem and gather facts and statistics that they can present in their campaign. They will decide what types of technology will be most effective for conveying their message, but they must complete a print ad that could appear in magazines, newspapers, posters, brochures, or other print media. They will also create a commercial or public service announcement.

As part of their campaign, students should come up with a memorable slogan or tagline, as well as a consistent logo or look to the elements of the campaign. It should be clear that both parts of the campaign work together to promote awareness of one issue.

LANGUAGE ARTS

Raise Awareness through a Marketing Campaign

Project Overview (for Students)

Choose a current problem relating to technology use and digital citizenship that you feel is important and deserves increased public awareness. You will develop a marketing campaign to create awareness of the issue and help inform others about how to deal with the problem responsibly or avoid it all together.

To do this, you will need to fully research the problem and gather facts and statistics that you can present in your campaign. Many social marketing campaigns have been successful in large part because of a catchy slogan or tagline, as well as a consistent look to the elements of the campaign. Take this into consideration when developing your campaign.

You will also need to choose the types of technology that will be most effective for conveying your message. You are required to complete a print ad, but the format is up to you. You might choose to create an ad that could appear in magazines, newspapers, posters, pamphlets, brochures, or any other print media.

You should identify how your print ad will be accessible to your target audience. For example, if you create a poster campaign, where will your posters be displayed in order to reach your audience?

You will also create a commercial or public service announcement. For this element of the campaign, you will also need to identify how the commercial or PSA will reach your audience.

In addition, it should be clear that both parts of the campaign work together to promote awareness of one issue.

LANGUAGE ARTS

Raise Awareness through a Marketing Campaign

Project Questions

1. What is a problem relating to technology use that you feel needs increased public awareness?
2. What do you know about the problem already, and what resources can you use to get more information?
3. What are the dangers and consequences of this problem? What are the solutions to the problem?
4. Who is affected by this problem?
5. Who is the target audience for your campaign?
6. What might prevent your audience from listening to your message and following the advice in it?
7. What message do you want to present in this campaign? What tone do you want that message to have?
8. What are some ideas for a slogan or tagline that convey this message in a memorable or catchy way?
9. What type of print ad would be effective in marketing this campaign? What type of software will you use to create it?
10. Where would your audience encounter this ad?
11. What type of commercial or public service announcement is best suited to your campaign? What software will you use to create it?
12. Where would your audience see this commercial or PSA?
13. What type of look and feel do you want your campaign to have? What colors, fonts, images, graphics, and sounds might you use?

LANGUAGE ARTS

Raise Awareness through a Marketing Campaign

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Clarity of Concept <ul style="list-style-type: none">Was it clear what digital citizenship issue the student was marketing in the campaign?		
Attention to Audience <ul style="list-style-type: none">Did the student choose an appropriate audience?Did the campaign suit that audience?Did the student identify appropriate places to market the ad and commercial?		
Appropriateness of Technology <ul style="list-style-type: none">Did the student choose an appropriate type of print ad, and did he or she use the right type of technology to create it?Did the student choose an appropriate type of commercial or PSA, and did he or she use the right type of technology to create it?		
Creativity/Interest <ul style="list-style-type: none">Was the slogan or tagline of the campaign effective at supporting the intended message?Was the look of the campaign effective at supporting the intended message?Did both parts of the campaign share the same slogan or tagline, as well as a consistent look and feel?		
TOTAL		

LANGUAGE ARTS

Create a Social Networking Profile for a Literary Figure

The screenshot shows a software interface titled "Create a Social Networking Profile for a Literary Figure". On the left is a sidebar with a blue header and a yellow section. The blue header contains a navigation menu with five items: "Overview" (with a red folder icon), "Getting Started" (with a blue pin icon), "Part 1: Questions" (with a blue document and pencil icon), "Part 2: Submit Project" (with a green arrow icon), and "Summary" (with a green checkmark icon). The yellow section contains a "Technology Resource Center" link with a green folder icon. The main area on the right features a large, tilted graphic of a computer window. The window's title bar is green, and its content area displays a profile for "William Shakespeare", including a portrait of him and several lines of placeholder text. The window has standard OS controls (minimize, maximize, close) in the top right corner. The entire interface is set against a dark gray background with a green wavy line at the bottom right.

LANGUAGE ARTS

Create a Social Networking Profile for a Literary Figure

Project Overview (for Teachers)

In this project, students will be asked to choose a literary character or author and create a mock social networking profile page, such as one found on Facebook, Myspace, Blogger, or LinkedIn. If you do not wish to let them choose the figure, you can assign one to them.

They will be asked to research their subject and select which of the social networking sites the figure would choose if that person were to have his or her own profile. Students will need to both understand the figure as well as have the necessary skills to create a mockup of the site.

Students will be required to choose the appropriate applications and technologies, including Web page creation tools, layout software, image editing applications, word processing applications, etc. to create the final project, which will be uploaded as a file.

You may want to make it clear to them that they should not create the profile on the actual site since making a profile for a fictional person violates many networks' end-user agreements.

LANGUAGE ARTS

Create a Social Networking Profile for a Literary Figure

Project Overview (for Students)

Choose a major literary character or author you have studied, unless your teacher has assigned one to you. Gather all the available information for the person that you can. Then, complete a mock social networking profile page for your person, including pictures, links, and any other relevant data.

Add the appropriate elements that would be common to the site, such as comments, interests, friend or contact lists, and status updates. Ensure that the hobbies, music, and books are either historically accurate or, if you must embellish, make sure they would have been contemporary to your person.

To ensure you do not break any end-user agreements, which often stipulate that fake or imaginary profiles should not be made, you should not create the profile on the actual site. Instead, the profile you create must be capable of being uploaded, i.e., it must exist in a format that can be put on disc and not online.

LANGUAGE ARTS

Create a Social Networking Profile for a Literary Figure

Project Questions

1. Which social networking site would your character choose to use? Why?
2. What would your person say about him or herself in the profile overview?
3. Depending on your person's age, are there some things that shouldn't be in the profile? If so, what are they?
4. What are your person's likes and dislikes?
5. What are your person's hobbies?
6. What type of music does your person like? What is your person's favorite song?
7. What are your person's favorite books?
8. Who are your person's heroes?
9. Who are your person's friends?
10. Who would comment on your person's wall or profile? What would those comments be?

LANGUAGE ARTS

Create a Social Networking Profile for a Literary Figure

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Appropriateness of Application <ul style="list-style-type: none"> Did the student select an appropriate application to create the project? Was the application selected basic or advanced? 		
Application Skills <ul style="list-style-type: none"> Did the student successfully mimic a social networking site by including links and multimedia elements? How was the information presented? Was the page aligned with links and other elements in the correct places? 		
Attention to Detail <ul style="list-style-type: none"> Did links work? Were graphics well cropped and neatly aligned? 		
Grammar and Spelling <ul style="list-style-type: none"> Were there any errors in spelling or grammar? Does the page look as if it's been proofread? 		
Knowledge of Character <ul style="list-style-type: none"> Did the student accurately portray the character? Were facts correct? 		
Completeness of Assignment <ul style="list-style-type: none"> Were all elements included? Was the minimum done or did the student go above and beyond 		
TOTAL		

LANGUAGE ARTS

Create a Digital Image Story

Create a Digital Image Story

-  Overview
-  Getting Started
-  Part 1: Questions
-  Part 2: Submit Project
-  Summary

 Technology Resource Center



LANGUAGE ARTS

Create a Digital Image Story

Project Overview (for Teachers)

This project is designed to enhance students' understanding of how a story is created. It reinforces narrative elements such as theme, narrative point of view, setting, plot, pacing, and character development, as well as diction, imagery, tone, and syntax.

Students will be asked to create a story from digital images. They can create an original story or retell one they have studied. You may even wish to assign one to them.

Students must use images they find or take themselves, and create voiceovers and/or include soundtracks as an accompaniment. You may wish to direct them to sites such as Flickr, Pics4Learning, or Snapfish to find license-free or Creative Commons images that they can use or manipulate for their story.

LANGUAGE ARTS

Create a Digital Image Story

Project Overview (for Students)

Stories can be educational, providing us with our knowledge of the world from creation myths, to cultural morality, to cautionary tales, or they can be purely for our entertainment. Stories can be told with words, with images, with dance, or with music – or a combination of these.

For this assignment, you will be creating a digital image story. Your subject is up to you. You may choose to author a parable, tell an autobiographical account, entertain with an anecdote, or retell a tale from folklore. You may even choose to retell a story from a different perspective. But you will do it with digital images and sound, rather than written words.

Think about what makes a story, what important elements must be shown, what can be implied or inferred, and what will have the greatest impact on the audience. Those should be the building blocks of your narrative.

LANGUAGE ARTS

Create a Digital Image Story

Project Questions

1. Choose a theme. What will your story be about?
2. Describe your characters. Who or what will be the characters in your story? What are they like? Remember that characters do not necessarily have to be people.
3. Choose a point of view. From what point of view will your story be told? Will it be first person? Second person? Third person? Limited? Omniscient? Is your narrator reliable?
4. Choose a setting. Where does this story take place? When? What implications does the setting have on the digital images you choose?
5. Describe your plot. What happens in the story? Is there conflict? Resolution?
6. Pace your story. How quickly do events unfold? What are the crucial images you need to illustrate the events? List them in order here.
7. Describe the soundtrack. Will you have a voice over? If so, what will be the narrator's voice? What words might the narrator use? Will the narrator have an accent? Will you use music to accompany your digital photo story? What implications do the setting and plot have on the music you choose?
8. Make an image plan. Describe each image that you will need in the order they will be shown. Describe what transition should be used between images, and describe how long each image should be shown for maximum impact on the plot. How will your voiceover and/or soundtrack need to be cut so that it follows along with your digital images? Describe what visual cues you will use when you add in your sound.
9. Decide on your image sources. Create a list here of all the places you can go to find images. Which images will you need to create? Will you need to modify any existing images? If so, which ones?

LANGUAGE ARTS

Create a Digital Image Story

Grading Rubric

Scoring Criteria	Possible Points	Points Earned
Appropriateness of Application <ul style="list-style-type: none">Did the student select an appropriate application to create the project?Was the application selected basic or advanced?		
Creativity and Individuality <ul style="list-style-type: none">Are pictures, videos, audio, captions and headings interesting?Do they add meaningful visual stimulus?		
Critical Thinking <ul style="list-style-type: none">Do postings illustrate a thoughtful approach to content?		
Character (Voice and Perspective) <ul style="list-style-type: none">Is the diary written from the character's perspective?Can the reader see the unique traits of the character?Does the writing sound natural for the character?Does the student have a full understanding of the character?		
Accuracy (grammar, mechanics, spelling) <ul style="list-style-type: none">Are there any errors?Has writing been checked for spelling and grammar?		
TOTAL		